

Remote Learning - Quality Assurance Case Study – February 2021

St Ambrose High School, North Lanarkshire Council

A key focus of quality assurance to ensure we are meeting the need of pupils and their families is clear communication and an understanding of who in the SLT will undertake this:

- Weekly communication to all from the Head Teacher
- DHTs communication via Group Call with parents and Teams with young people, including assemblies
- Pupil Support PTs contacting pupils on their caseload each day
- DHT who is working from home contacting vulnerable learners and their families weekly
- Support for learning staff providing targeted communication with young people with ASN
- Staff providing examples of good work and/or pastoral emails to parents via Group Call
- Dedicated information to parents/carers relating to Digital Support
- Dedicated email address for parents/carers to request foodbank support from school.

Self-Evaluation

Have your say' surveys issued to stakeholders regularly and action taken to address concerns:

- support provided to learners who felt that they were overwhelmed by work or young people accessing part-time engagement in 'in-school' support
- Support for learning feedback returned to department on a weekly basis from parents/carers, young people
- Parental views sought via questionnaires
- Parental responses to communications – positive feedback
- Clear communication strategies to gather views

Learning and Teaching

School strategy in place to track engagement in digital learning and device use. Where young people are not engaged, contact is made urgently to assist in addressing the issue. In some cases, this has resulted in an increase in the number of young people coming into school, to access 'in-school' support.

Curricular PTs request attendance concerns from colleagues and share this with PTPS/link DHT/Support for Learning. PTPS will make contact in the first instance and alert SLT to any concerns with regards to wellbeing or accessibility to devices/internet. From there, measure implemented to support learners and families.

Support for Learning also continue to provide targeted support to individual learners via online interventions, telephone calls, in school support, family support.

Impact

Engagement of young people is high and the feedback from parents/carers has been very positive

To date, 89 devices have been provided and we continue to address requests from parents/carers. From information gathered, we had four families in January with no device at all, and this has been addressed.

Health and Wellbeing day stemmed from 'Have your say' feedback, with the school promoting a 'shut down your screen' day

'Catch up' days assigned to allow young people the opportunity to reinforce the work covered in class or to focus on assessments, with teachers supporting

Senior School Leaders (S6) providing detailed feedback on what they think is working well and identifying areas for improvement, via Teams meetings with DHT/HT.

Move to implement an Interim School Improvement Plan with a clear focus on learning, teaching and assessment, health and wellbeing and self-evaluation. This will allow us to continually quality assure what is being delivered, facilitate continued engagement with all stakeholders and evaluate our work against key quality indicators.

Positive parental feedback relating to communication strategies and support provided
Showcasing examples of work via social media channels including Twitter

Ensure that whole school self-evaluation procedures are quality assured, with regards to learning, teaching and assessment, health and wellbeing and tracking, monitoring, and reporting. All staff will be focusing on the key quality indicators from HGIOS 4, with a clear, concise whole school approach taken to ensure a systematic approach to this.

Quality Assurance Kildrum Primary School

Collegiate planning discussions at cluster level supported consistency and quality of remote offering across the cluster and thereafter at individual establishment level, taking account of local contexts.

Bespoke processes and systems were established, with all stakeholders, to support effective 'universal' practice with agreed formats for weekly remote offering (quantity and format of offering). Not only did this support learners and parents to locate, understand and engage with the remote offering but it also enabled the Senior Leadership Team (SLT) to monitor weekly timetables to ensure progressive planning and consistency across the school.

Effective communication and the establishment of a supportive ethos underpins Kildrum Primary School's quality assurance processes. The head teacher regularly provides all stakeholders with information on the digital and remote learning provision within the school. This takes account of Local and National guidance and feedback from all stakeholders. The school community appreciate that this is a 'learning journey'.

As part of the quality assurance process, the SLT utilise a range of approaches including monitoring weekly timetables, joining online lessons and sampling work uploaded by pupils. Tracking discussions are informed by a range of qualitative and quantitative data with a focus on how this data is used to improve practice.

Results from the pupil survey showed that:

- 84% of pupils have said that they learned something new in the last week.
- The main thing the pupils like about our remote learning is being able to see and talk to their teacher and friends each day.
- The main thing they are missing about school is seeing their friends and the staff.

Results from the parents'/carers' survey showed that:

- 97% of parents/carers who responded said that the feedback from teachers was helpful.
- 98% of parents/carers who responded said that the format of the weekly grids and daily programme was helpful.
- 93% of parents/carers who responded said that the number of tasks issued was appropriate (some said there were too many and others said there were too few).

Teaching staff meet regularly (virtually) to discuss challenges, improvements and share good practice. Staff continue to plan collegiately to ensure consistency and members of the SLT regularly discuss planning, encouraging staff to reflect upon the principles of a good lesson and the curriculum design principles. Literacy and numeracy work is differentiated and feedback is given on all work submitted in an agreed format.

Teachers submit information, weekly, which shows individual levels of engagement. Through professional dialogue staff have agreed measures and definitions of “engagement” to ensure professional judgement is consistent across the school.

SLT support the remote learning of a variety of classes each week. This allows them to fully understand the process of live lessons, give feedback and offer advice and support where necessary. The SLT seek feedback from pupils during weekly assemblies.

Assessment and monitoring processes have enabled staff to identify children who require further support or challenge. Staff provide additional online live lessons for children who require reassurance, additional explanation or challenge.

The school are strategically using additional staff available to provide support. This includes using additional support needs assistants to deliver 1-1 support sessions for pupils. The headteacher is working with the cluster support teacher to identify how additional remote support can be provided for children with English as an additional language. Strategic planning and staff CLPL has been integral to giving staff the skills and confidence to provide this support.

The school have ensured that all children have access to a digital device in enable them to engage in digital/remote learning. Approximately 50 laptops have been provided by North Lanarkshire Council and another 30 school laptops have been loaned to families. Only one family have requested paper only learning and this has been provided and is delivered by a Social Worker.

Children who struggled with remote learning at the start of lockdown have been offered in-school places. The school continue to review and offer different support packages as a result of the wellbeing phone calls which are made each week.